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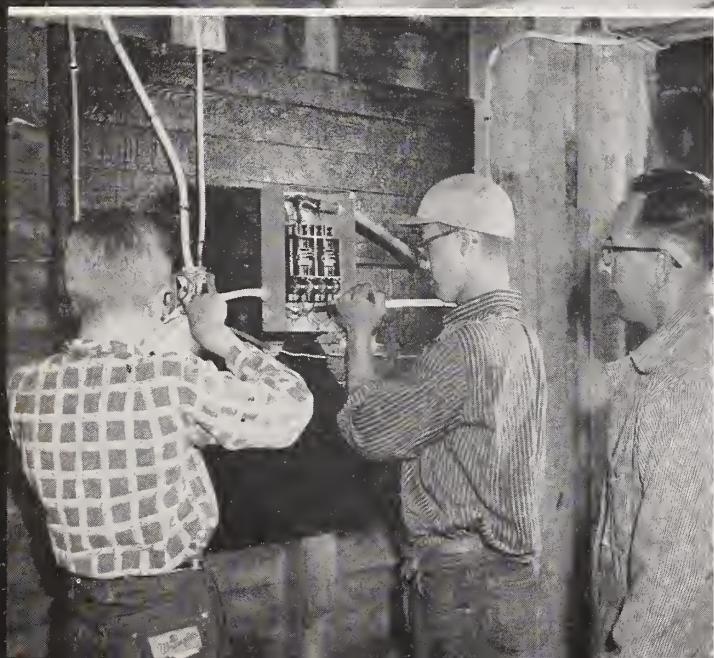
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EXTENSION SERVICE  
*Review*

FEBRUARY 1960



# EXTENSION SERVICE Review

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The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. The printing of this publication has been approved by the Bureau of the Budget (June 26, 1958).

**T**he Extension Service Review is for Extension educators—*Tin County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.*

*The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.*

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No. 2

## EAR TO THE GROUND

Where is Extension headed? Assistant Secretary Peterson gives his views on Extension's future—and challenges we must meet—in this month's lead article.

"If Extension is to avoid spreading its resources so thinly that it serves none of its clients well, it must establish priorities for the use of its resources," Mr. Peterson points out. "The problem is to establish a balance in program and organization and maintain flexibility to change to new conditions."

This balance and flexibility means we must continually seek new ideas. And new ideas come from many places. They come from talks, letters, newspapers, radio, television, magazines, or anywhere that two or more people get together.

That is what the Review is for—to help extension workers exchange ideas. And everyday we have chances to put good ideas to work.

For example, the cover story is one county's answer to the lagging interest of older 4-H'ers. Niagara County, New York tried a 4-H project which emphasized the why and how of electricity.

Rock Island County, Illinois tried a different approach for older 4-H youth. The pilot project in nutrition drummed up so much interest that teen-agers are continuing the activity for a third year.

Mrs. Evelyn Spindler, Federal Nutrition Specialist, says this approach to nutrition education has much to offer. She points out that it interests older youth, both boys and girls, and has attracted non 4-H Club members and adults from the county.

But this isn't the only way to put across nutrition to teen-agers. I recently heard about a nutrition project in Maryland that capitalizes on dramatic presentations. And some of the 4-H'ers have presented their material on television.

Television figures in another article this month—Teaching Sense About Dollars. The specialist who conducted both television and face-to-face short courses makes some interesting comparisons of time spent and results achieved.

In this general issue, the authors share a variety of subjects containing many good ideas. These ideas have worked in other places. Perhaps they can work for you, too.—DAW

The Review is issued free by law to workers engaged in extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.

# EXTENSION EDUCATION IN TRANSITION

by ERVIN L. PETERSON, Assistant Secretary, USDA

*Editor's Note: This article is a condensation of Assistant Secretary Peterson's address before the Extension Section, American Association of Land-Grant Colleges and State Universities, November 9, 1959.*

EXTENSION education has a long and distinguished history. It has achieved respect and confidence across the entire agricultural community. It has successfully kept before the people it serves an awareness of the factors pertinent to their affairs. Yet recently, Extension's abilities, methods, resources, and organization have been questioned.

How sound are Extension's efforts to stimulate improvement of farm production? Why does Extension need additional resources when farm population and number of farms are declining? In this specialized world why is Extension so generalized? Why has Extension become involved with nonfarm people and economic factors associated with public programs and policies?

While such questions are being raised, Extension is also being asked to expend still greater efforts in almost every activity occurring in or related to the agricultural community and its respective parts. Simultaneously farmers are asking for more rapid and complete information about technological change touching nearly all parts of the farm enterprise.

## Conditions Reflected

All this reflects three general factors: the unsettled state of the agricultural community; frustrations resulting from failure to find a clear, unmistakable, and generally accepted course for public policy applicable to

the agricultural community; and confusion and divisiveness within agriculture and little understanding between the agricultural and nonagricultural community.

In this setting, it became essential that extension education examine itself—scrutinize its program content, methods, organization, resources, present and future course.

This Extension is doing. The Scope Report is dramatic evidence of it. The current work to implement this report furthers Extension's self-examination and self-appraisal.

To say that I am pleased with the vigor and objectivity of Extension's program of self-assessment is to underestimate the fact. I believe that at no other time have Extension and its leadership been more alert to the challenges.

At no time, so far as I know, have the working relationships between the cooperating extension partners—the States and the Federal Government—been more cordial. There is mutual respect, confidence, and trust. There is unity of purpose that Extension shall be a vehicle to disseminate a complete program of education, touching the whole agricultural community and spectrum.

Present funds do not permit meeting fully and intensively all demands for Extension's services. This factor also underlies the need to appraise program content, organizational structure, and methods in use. It points up the need to appraise the role of supporting services from the parent institution and from the Federal partner.

And whom does Extension serve? It is not enough to say, "Extension serves everyone." It is not enough to

say, "Extension serves the rural community." It is not enough to say, "Extension serves farmers."

The rural community has many parts. Not all of its people want or need the same kind of educational services.

There are different kinds of farmers and farms—large commercial farms, medium farms, small farms, part-time farms, general farms, specialized farms. Moreover, farmers have different kinds of problems—production, marketing, management, conservation, living. In short, the variables in an extension program are almost infinite.

## Resource Management

If Extension is to avoid spreading its resources so thinly that it serves none of its clients well, it must establish priorities for the use of its resources. As a publicly supported entity it has a responsibility to all the people. As an entity having its origins and interests in agriculture, its primary objective must be service to agriculture and the agricultural community. This means it is at once a specialist and a generalist.

The problem is to establish in program and organization a balance between these two poles and maintain flexibility to change to new conditions.

Extension cannot and should not meet all of its challenges solely within its own structure. Extension's task is to involve all the areas of interest within the local unit; to assemble public and private resources pertinent to the program building; to help appraise community resources; to

(See *Transition*, page 34)

# From Wishbook to Reality

by R. E. NOLAN, Nueces County Agricultural Agent, Texas

DURING the past 5 years, Texas extension agents have seen many dreams from a family's wishbook turn into reality.

Farm and Home Development emphasizes more intense on-the-farm and in-the-home advisory service. This is designed to speed up the application of research findings in everyday operations.

This method of assisting farm families solve more complex problems has been very successful in Nueces County. Farm families themselves attest to this through their continued support of the county extension programs.

F&HD began in Nueces County in 1954. This was part of the nationwide push to strengthen extension's aid to families who express need for improved skills in decision making.

Two associate county extension agents were employed—Robert W. Cooper for agriculture and Mrs. Nellie Nichols for home economics.

## Interest Getters

Interest in Farm and Home Development among farm families was obtained by mass media, group contacts, and individual contacts.

Mass media methods included television programs, exhibits at junior

livestock shows, radio programs, and news stories. Group meetings, county program building committee, home demonstration clubs, and discussions with local leaders and agencies interested others.

By individual contacts, agents obtained possible prospects from home demonstration club women, Soil Conservation Service, Farmers Home Administration, Agricultural Stabilization and Conservation, Farm Bureau, Production Credit Associations, and others. As a result of personal contacts by the agents, prospective Farm and Home Development families were enrolled with a better understanding of the objectives and mutual responsibilities.

Through these methods, 18 farm families were enrolled during the first year. One of the first jobs for the associate agents was to gain the families' confidence. Every effort was made to obtain total extension assistance for participants through regularly scheduled activities.

Conferences were held with individual families to determine some of their major problems and to begin plans to solve them. Considering the resources each family had, guidance was given in establishing goals and choosing alternative routes to reach them.

In addition to the assistance on plans and family accounts, agents provided information on problem areas—crop production and management practices, livestock and poultry, foods and nutrition, clothing, residence and farm building planning, household and farm equipment selection and care, health and safety, and leadership training for committee work.

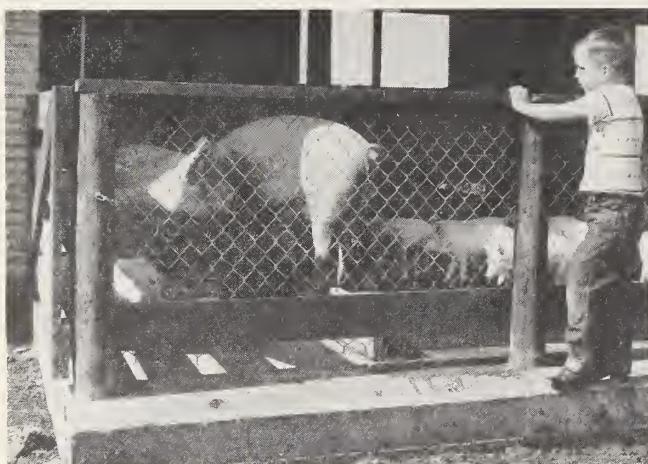
Results that could be seen and pointed out to others encouraged both families and agents.

## Organized Backing

At the suggestion of the agents, families discussed the need for a committee to plan F&HD. An organization was formed and officers were elected. These officers serve as a subcommittee of the county extension program building committee.

This subcommittee meets regularly with the extension agents to plan, coordinate, and develop a program to meet individual family and group needs. Group activities include family fun night, tours to point out outstanding farm and home work, discussion of social security, income tax reporting, and summary of records.

(See Reality, page 34)



The H family of Nueces County analyzed their resources and goals, decided to expand their hog operation.



Mrs. H finds many uses for the home business center, one of several recent farm improvements.

# Showing What Agriculture Is and Does

by DON L. LONG, *Agricultural Economist, Virginia*



**F**ORTY feet of space to fill—3 months—a theme of Supporting Agribusiness—for an audience of both urban and farm viewers!

That's what faced us in the Department of Agricultural Economics and Rural Sociology at Virginia Polytechnic Institute in June 1959. We had been assigned a 40-foot exhibit space at the Virginia State Fair which had a central theme of Supporting Agribusiness.

Since the fair is held in Richmond, a large proportion of the visitors would be urban and suburban dwellers with little direct contact or interest in agriculture. It was important for both the subject matter and the illustrations to appeal to these groups as well as to farm dwellers.

With all these things in mind, the members of the department—extension, teaching, and research—began work. After many hours of putting together ideas and materials we finished the exhibit.

As the theme dictated, the exhibit was designed to present a picture of agribusiness. The role of the consumer, the interdependence of the various sectors of agribusiness, and the functions of each were stressed. It was titled—Your Food Dollar Buys Many Things.

## ***Triple Header***

The exhibit itself was in three parts, each contributing to a co-ordinated whole.

One part was composed of a series of five moving belts carrying models of agricultural products and showing the changes they undergo as they move through the agribusiness sector

of our economy. The first belt, carrying farm supplies such as equipment, feed, seeds, fertilizers, and feeder animals, originated in a supply store and disappeared into a model farm.

Another belt then moved the raw agricultural products from the farm model into a processing plant. Finished foods, in wholesale lots, moved on a third belt from the processing plant into a warehouse, and from there a fourth belt moved them into a super market. The last belt moved the packaged products into a house.

A mural, 32 feet long and 6 feet high and painted in vivid colors, furnished a backdrop for the moving belts. The mural was made up of four main areas: farm supplies, farm production, food processing, and food distribution. Within each main area were illustrations of the production or marketing functions performed within that area of agribusiness.

The third major part of the exhibit was a series of lights which demonstrated the division of the consumer food dollar. The action was initiated by a woman placing a dollar bill into the marketing system. Lighted arrows then showed 40¢ of this going into the food distribution area of the mural, 20¢ into the food processing area, 20¢ into the farm production area, and 20¢ into the farm supply area.

Side panels were also used. One illustrated the increase (from 1939 to 1959) in the amount of food that an hour's labor would buy. The other stressed how American enterprise through education, research, specialization, and technology has made more and better foods available.

Some of us thought that the exhibit was too complicated and tried to tell too much. People were, in gen-

eral, seeking entertainment. While this may have been partially true, reception was far above expectations.

Members manning the exhibit estimated that, even on busy days, at least 50 percent of the people "looked" at the exhibit. In addition, they estimated that one in ten stopped to study it. When traffic was light the proportion was higher—one in five or one in four.

## ***Viewers' Reactions***

Eavesdropping indicated a favorable reaction. Typical were such remarks as, "Look, Daddy, the milk's going right in our house!" "I was looking to see where the dollar went but it's all gone!" "There's a real good lesson there!" In 10 days, not one unfavorable comment was heard.

Children were an unexpected aid in advertising the exhibit. The moving belts and models were a great attraction for the children. Once the exhibit caught their attention, it was almost a sure thing that they would focus their parents' attention on it.

Children's questions forced the parents to study the exhibit more carefully. Exhibit personnel estimated that one-fourth to one-third of the adults who studied the exhibit were stopped by their children.

We feel that the educational potential of the exhibit has not yet been reached. Requests were made during the fair for showing the exhibit on other occasions.

Projects such as this serve a dual purpose. They help explain Extension's function to many people. At the same time, they help both rural and urban people understand better what agriculture is and does.

# Helping at the Final Steps

by ROY M. BRANDENBURG, *Marketing Specialist, Oklahoma*

**F**ood retailers and wholesalers occupy a major position in the field of agribusiness. And they also constitute the final steps in moving agricultural food and fiber from producer to consumer. So it was a logical step when the Oklahoma Extension Service expanded its marketing program last year to include these groups.

We began with the support of information developed and compiled by the Agricultural Marketing Service over some 10 years of intensive research with the food distribution industry. And we had assurance of assistance from trained and experienced Federal Extension personnel.

## Several Methods

There is no pattern for moving into this area of extension work. Some states begin by setting up clinic-type meetings for management representatives of food firms.

This area of marketing work can also be entered on the basis of contacts with individual firms. This worked well in Oklahoma. The scheduling of food store studies and analyses remained completely under the control of Extension. Adjusting our work load to the limitations imposed by time and the number of qualified personnel to do the job was comparatively easy.

The broad objectives of the program are to increase the operational efficiency of retail and wholesale food firms and to promote improvement in the application of sound merchandising principles. Total analysis of retail food store operations appeared to be the best method of working toward these objectives. However, this has not precluded spot checks and analysis of single departments if indicated by the survey.

Analysis of a retail food store begins with a scale drawing of the entire floor plan. This includes every facility, piece of equipment, and display that occupies floor space. With reproductions of this plan, a traffic flow study is made. The number of individual customer observations ranges from 60 to 100. These are recorded for analysis later.

Operational functions of each store department are examined critically and kept under close observation during the entire study. These include: ordering, receiving, storage, product preparation, shelf-stocking, and merchandising. Location of facilities and equipment with respect to floor space and flow of product is also considered a major factor in labor efficiency.

Supermarkets require from 10 to 12 days of intensive study. The work is distributed over a period of at least 3 weeks to obtain representative information and assure accuracy in the final analysis.

Eight complete store studies were made between April 1958 and June 1959. All were supermarkets with annual gross sales ranging from \$460,000 to more than \$2,860,000.

## Follow Through

Oral reports of findings were made to management at the completion of each study and a comprehensive written report compiled and submitted immediately afterwards. The written reports include specific recommendations, illustrative charts and drawings, statistical information, blueprints and other material designed to assist management in planning and initiating programs of improvement in all phases of retail food store operation.

The importance of followup work cannot be overemphasized. This entails consultation with management and manufacturers in the selection, installation, and use of new equipment and facilities, and direct assistance in application of new and improved work methods in the use of such equipment. Reexamination of stores periodically helps to measure progress and to incorporate new ideas in line with the rapidly changing technology of food distribution.

Management's response has been gratifying. They immediately planned and initiated a progressive program of improvement in operational efficiency and merchandising practices, based directly upon the recommendations outlined in the report.

## Tallying Results

Costs of changes planned or already made in the stores analyzed to date range from \$5,000 to more than \$40,000.

Results are what count. One store increased dollar sales per man-hour of labor in the produce department nearly 100 percent, reduced waste and spoilage by more than 50 percent, and raised their percentage of produce sales to total store sales from 8 to 10.6 percent. In the same store, the grocery department has increased its dollar sales per man-hour of labor by more than 21 percent.

In addition to individual store analyses, a clinic for food retailers is planned for the spring of 1960. Separate training schools are scheduled for two of the State's largest wholesale and warehousing concerns. These schools will deal mainly with layout and operation of self-service meat departments, with meat department personnel from more than 250 affiliate stores attending.

We hope to expand the program to allow more direct assistance to food wholesalers and warehouse operations. We believe strongly in the need for increasing efficiency in food marketing.

Everyone benefits when marketing efficiency is increased. In a dynamic economy such as ours, the gains from efficient marketing are shared by producers, marketing firms, and consumers.

# New Crop of Community Centers

by PHILLIP J. TICHENOR, *Information Specialist, Minnesota*

**T**HE old-fashioned rural community hall is making a comeback in Fillmore County—with some modern twists. What's more, this idea could set a pattern for other rural areas facing a meeting hall problem.

Fillmore County has two of the "new style" community service centers. Both are incorporated under State law and are paying their own way. And they're among the most popular spots in the county.

They're supported by the help and dollars donated by hundreds of individuals and business firms around the county. They are used by all sorts of groups—4-H clubs, farm organizations, business groups, and even family gatherings.

## Growing Problems

The centers grew out of a common problem cropping up in rural Minnesota areas.

"Meeting space is at a premium in the county," says Milton Hoberg, Fillmore County agent. "People for years have wanted local, neighborhood centers set aside for special events. It's hard to schedule meet-

ing places in town, and there's often a transportation problem."

A schoolhouse in one township hadn't been used for several years. But folks nearby saw the possibilities. So in 1955, two neighborhood farmers bought the building until a permanent arrangement could be set up.

How could it be done? A committee of people from the area put the question to Hoberg. They said they wanted an arrangement whereby any organization, club, or other group could hold meetings, fund-raising projects, and social events. William Dankers, extension economist, suggested and helped draw up articles of incorporation and bylaws for a nonprofit corporation.

"After an evening and one full day of work," Dankers recalls, "we had the whole thing planned on a community basis." The corporation became effective under State law in September 1955.

Since then, the community center has been used by groups varying from a few dozen to 150 people. Both the Farmers Union and Farm Bureau use it for regular meetings. 4-H clubs have their business meetings, training sessions, and other events there.

A physical transformation has taken place in the building in the past 4 years. It has newly-painted, sheet rock walls and a thoroughly remodeled basement, complete with a kitchen, dishwashing area, and dining room that will accommodate up to 75 people.

How has it all been done? Mostly by volunteer help. One farmer, who helped establish the center, acts as general caretaker. Some carpentry work was hired, but the rest was done by members.

The building, along with improvements in the past 4 years, cost about \$2,200. Donations from more than 150 individuals and groups brought more than \$1,000. Except for 4-H clubs, groups using the building pay a small fee.



Agricultural economist (right), county agent (left), and two farmers check the articles of incorporation of the community center.

Last summer the members raised 20 acres of corn, with donated seed and volunteer labor, on a neighborhood farm. Returns from the corn paid off the debt and left a small working treasury.

At Cherry Grove, the community service center idea developed through the same kind of reasoning. When the school was vacated because of consolidation, local residents wanted to save the building for the community. Hoberg again suggested incorporating.

This corporation became effective in early January 1959. For the next 2 months, the building averaged two meetings a week.

Concern for a meeting place for the local 4-H Club started the idea. But like the first center, the building gets used by a variety of groups—farm organizations, family groups, commercial concerns, extension groups, and others.

One member says that meetings at a place like this get better attendance than when they're held in town. When a meeting is at the community hall, nobody has any trouble finding it, and it isn't as far to drive.

Each group follows rules tacked up in the entrance. General advice to each: leave the building as clean and orderly as you found it.

The incorporated community service center could be a good idea for many rural areas. But communities considering such a setup should keep some important points in mind. Determine whether the center is really needed. Find out how much support it might get—and from how big an area. Then pick a good location and don't get too small a building.

## Side Benefits

In the process of making available a community building, these people have developed greater community spirit. Cooperation to make the purchase, forming the corporation, and use of each one's resources to renovate the building show some of the many ways people can work together. All Extension needs to do is show them the possibilities. People are interested in their own community improvement.

Ironing out the mechanics of one educational process often means getting more educating done.

# Lighting the Way

by JOHN L. STOOKEY, Niagara County 4-H Club Agent, New York

**S**HOW them why as well as how. That's one way to maintain the interest of older youth in 4-H Club work.

Projects that appeal to older members are a challenge to all 4-H Club workers. And one way to meet this challenge is to introduce activities that challenge youths' thinking—projects that include science. That's what we did in Niagara County with our advanced electrical project.

Leaders and older club members on the mechanics planning committee wanted a project that would be practical for older boys and would familiarize them with proper electrical installations. At the same time, the committee wanted to emphasize safety in using electricity for labor-saving purposes.

## Cooperative Planning

This special project was planned jointly by the 4-H mechanics committee and representatives of two power companies serving the county. The power company representatives, who have cooperated in other mechanics projects, then worked out details of the project with the 4-H staff.

To let the boys know what was planned, we sent a newsletter to all 4-H boys 14 years old and over. The newsletter described the project, outlined topics to be covered, and explained how to enroll.

Enrollment was not limited to 4-H members. We wanted to make the course available to all boys who were interested in electricity.

Four meetings were arranged, including three evening lecture-demonstrations. The fourth was an all-day



Power company representative, who earlier explained the wiring details, watches this 4-H'er apply the information.

working bee during which the boys completely rewired a barn. The power company representatives served as instructors for the training meetings and supervised the barn rewiring.

## Project Details

The electrical code, wiring systems, and wiring materials were discussed at the first meeting. The second covered wire sizes and demand, motor protection, switches and electricity control, and planning the barn rewiring. At the third meeting, we discussed layout and wiring diagrams and planned an installation, including the "bill of materials." Then we organized work crews and decided on jobs to be done in the barn rewiring.

A good-sized barn, being remodeled, was made available for the project. The old electrical system, with outdated, overloaded circuits, was completely torn out by the boys.

Then the boys had a chance to get their hands on the materials we had been talking about and put their new knowledge to practical use. A new service entrance and panel were installed and the barn was completely rewired. The boys worked in small groups under supervision.

When the work was completed, the area Underwriters representative explained their requirements to the boys, inspected the installation, and gave official approval. Finally, the power line was run to the barn, the current turned on, and each circuit checked. The boys felt a real sense of accomplishment as each circuit checked satisfactorily.

An interesting sidelight to the project—fathers were specially urged to come with their sons. An average of 32 fathers attended the sessions. As one father remarked, "Boy, that's great. I wouldn't have missed that for anything."

## Noted Results

Forty-nine boys enrolled for the project and 45 successfully completed all the classes, work sessions, and course quiz. Their enthusiasm for the project was shared by the instructors, agents, and parents.

This project proved of great interest to these older boys. Their interest and enthusiasm can be credited, in part at least, to the fact that we explored the why as well as the how of electricity. Such emphasis, which introduces more science in 4-H projects, may light the way to other challenging projects for older youth.

# Food Facts for Teens

by GERALDINE ACKER, Foods and Nutrition Specialist  
and MRS. LOIS MITCHELL, Rock Island County Home  
Advisor, Illinois

WHEN you become involved in a teen-age nutrition project, you may find yourself on a trail that leads from a Pizza Whingding to a Bar-B-Que Ball. That was the experience of those who helped guide a 2-year pilot project on teen-age nutrition in Rock Island County, Ill.

The project, Teen Time Food Fare, was developed in a community that was already nutrition-conscious. A cooperative project with adults on nutrition and weight control had been completed. Community leaders were aware that teen-age food habits need improvement. And many were eager to develop a nutrition program for high school students.

## Common Concern

The possibility of such a program was presented at a May 1957 meeting attended by community leaders and teen-agers. Schools, churches, 4-H, Girl Scouts, YWCA, PTA, county extension council, and dairy council were represented.

Results of studies on teen-age nutrition were presented to the group by the extension foods and nutrition specialist. What the community could do about the problem and what the teen-agers felt could be done were the two main points discussed.

In developing the project, several principles were kept in mind. The basic plan, providing themes, subject matter, and suggested demonstrations for meetings, should be prepared by the foods and nutrition specialist. Beyond this, adult guidance should be kept at a minimum. Teen-age leaders themselves should work out the details of the meetings, including methods of attracting teen-age interests.



With popular boys leading some sessions, the project appealed to both girls and boys.

In January 1958, the Key Club of Rock Island County, an organization for older 4-H members, discussed the new project. Nine home economics key members agreed to sponsor the project and serve as a steering committee.

The key members divided the county into three areas. They selected 15 junior leaders and a man and a woman counselor leader in each area.

Early in March the key leaders began planning for a two session training school, which was conducted later in the month by the foods and nutrition specialist. The school was attended by key, junior, and counselor leaders, and also by 25 other people—a reflection of the community's interest in nutrition.

The job of interesting other teenagers came next. Key leaders are emphatic on these points: Make the program fun and different. Don't preach. Don't take away all the snacks we like. Have a handsome, popular boy conduct the county kickoff meeting—this will attract the girls and convince the boys that the program is not for sissies.

Plans were made for launching the program with a countywide meeting—a Pizza Whingding. Key leaders asked 4-H junior leaders to recruit interested young people. They also invited all 4-H members of high school age. The response was a capacity attendance of 150 teen-agers.

Included on the program were: an explanation of the project by an outstanding 4-H key member boy, a

talk by the foods and nutrition specialist on the need for good eating habits, a pizza-making demonstration by 4-H members, introduction of an unusual food—artichokes, and a teen-age panel reporting on eating habits.

The Pizza Whingding was followed by four meetings in each area during the summer. The sixth meeting was again on the countywide basis.

## Program Guides

Before the kickoff meeting, the foods and nutrition specialist, home advisor, and 4-H food specialist prepared a handbook. It followed the teen-agers' admonition, Don't Preach, and plenty of leeway was left for individual initiative.

Basic information was given about the value of good nutrition and the requirements of a well-balanced diet. Also included in the handbook were quizzes and blanks for keeping records.

A quiz formed the basis for discussion at each area meeting. A group demonstration and a snack in keeping with the theme of each quiz were suggested. The vitamin quiz, for example, could be followed by a group demonstration on fruits and vegetables as snacks.

An important feature of the project was the 3-day food record. This was explained at the second meeting and the members were required to fill it out before the next meeting. Then the records were discussed, with

*(See Food Facts, page 38)*

## TRANSITION (From page 27)

stimulate the establishing of program purposes and objectives; to bring to bear the supporting services which are necessary to carrying the program to the objectives set forth. Extension has to assume a large degree of leadership responsibility for bringing in factors outside the community which need consideration both in program formulation and in setting program goals.

So do individual families have resources which they need to appraise, analyze, and manage for the attainment of family goals and aspirations. These in turn break down into specific problems requiring the application of technical skills found within specific disciplines. These may be problems of family living, farm management, acquisition and use of off-farm supplies or services, or appraisal of public programs and community projects.

How can Extension best deploy its limited resources in such breadth and at the same time secure specific results at specific points of endeavor? This is a challenge to Extension administrators, their staffs, their co-operators.

It is to meet such challenges that the Scope Report was envisioned and created, that program projection, the farm unit approach, and other techniques have been developed. It is to meet these challenges that ways and means for staff improvement are found, that inservice training and leave for advanced study have become accepted practice.

### **Educational Force**

Extension is a part of the total force of education. Education in a free society is meant to help people equip themselves for informed and intelligent decision-making. Only education can create an informed and responsible citizenry. Such an informed and responsible citizenry is indispensable to the perpetuation of free institutions and a free society.

Extension must depend on the body of education for its own educational capacity. Thus the continuing need for close association of extension

programs with subject matter departments of the parent institutions is ever apparent. And, as the off-campus representative of the parent institution, Extension can and should interpret the institution to the society it serves and reflect the educational needs of that society to the parent institution and supporting agencies.

There seems to be a need for a closer association of extension administration with institutional administration. This is especially true as a better informed citizenry seeks even more educational services and opportunities.

### **Taking Stock**

We live in a world which is both exciting and frightening. If peace and justice with full opportunity for realization of human aspiration for all men of all races and creeds is to ultimately prevail, education for reasoned and rational action must become the property of all peoples everywhere. Do we here in America, as one of the principal examples of a free society, have the capacity, the vision, the energy, the devotion to an ideal to make education in that sense universal?

Extension is indeed not just extension. It is an intimate part of an entity—a force—much greater than itself. Can we so perform as to deserve that association? I firmly believe we can and we will.

### **REALITY** (From page 28)

The subcommittee set up exhibits highlighting Farm and Home Development activities at the annual junior livestock show. They also joined with other county groups in rodent and harvester ant control campaigns.

Unusual problems were met by forthright, determined planning. One family of the Leona Schroeder community is an example of progress through this method.

In 1955, this family began talking about buying their own farm rather than remaining tenants. When the landlord decided to sell the 140-acre farm on which they lived, the tenants looked for a way to finance the farm.

Visits by the associate agents to discuss land ownership resulted in a concerted effort toward buying the farm. With the help of the Farmers Home Administration, ownership became a reality. Through sacrifices and neighbors' help the family built at half cost a comfortable 3-bedroom home, worth \$10,000.

### **Tangible Results**

Another young couple farmed about 6 years with their major income derived from 47 acres of cotton, 113 acres of grain sorghum, and about 250 laying hens. Net income averaged around \$3,800.

Through Farm and Home Development, the family decided to expand their operations vertically. They planned to raise and feed 400 "meat-type" hogs per year to utilize home grown feeds and to increase net income. They built a modern hog house with facilities for raising pigs from birth to market on concrete floors.

Although hog prices are low at present, this couple, through family planning, soon should reach their goals. They have acquired good breeding stock as a foundation for the enterprise. And plans have been developed for adding two rooms to their home.

### **Continuing Effects**

Although the first era in Farm and Home Development ended officially June 30, 1959 when the two associate agents' work terminated, this proven method will be continued by other agents with the help of the F&HD subcommittee. The four regular county extension agents have accepted responsibility for a number of the F&HD families. Further help will be provided by them as it is needed.

Agents say that tremendous personal satisfaction comes from seeing the progress and enthusiasm of families. Decision-making skills have been noted in some who had not demonstrated this ability when planning started.

Results of this new concept of extension work and the accomplishments of the individual farm families will serve as a model for other families and will have a long-time economic effect in Nueces County.

# working with MODERN PIONEERS



by MRS. JESSIE B. JACKSON, *Grant County Home Demonstration Agent, Washington*

How would you and your family react if you left your present way of living to develop a farm and home from scratch on raw land? This is what faced about 1,500 families coming to the Columbia Basin Irrigation Project in Grant County, Wash. since 1951.

All at once they faced every management problem you could name. The new land had to be handled differently. They had to have capital to develop at an economical rate. Time was precious and every member of the family had to help get jobs done by planting deadlines.

A comfortable and convenient shelter couldn't be put off too long. And there was always the need to maintain a decent standard of living.

## Pioneer Problems

Does this sound like pioneering? Yes, but it's quite different from pioneering 50 years ago. No longer is a farm self-sufficient and no longer can labor be substituted for capital. Every family has a level of living below which it will not go—even to establish a well-paying business in 5 to 10 years. Every family reacts differently, so it is hard to make generalities and averages.

It takes from \$30,000 to \$100,000 investment to develop a producing farm unit. Machinery is expensive

and essential. A suitable home is a big investment, and it is pretty hard to build it in easy stages when the family is already in the "expanding cycle" with pre-school and grade school children.

Money spent for housing and buildings must contribute to the value of the farm. These needs for capital force many families to use long-time and short-time credit. Many families actually need intermediate credit badly, but almost none is available.

One problem in working with individual families is to get them to make realistic estimates of the cost of family living. Food is the highest item. Many families run on a thin edge of luck and good health as far as provision for health expenses are concerned.

The modern Columbia Basin pioneers have group needs, too. Each area (block) is within 20 miles of an older small town and roads are excellent. In the early years of any area, similar problems draw people together no matter how different their backgrounds. There is need for friends and a way to solve common problems of schools, phones, etc. They do not yet know their real leaders. Community and other clubs form.

But as the area grows and first needs are met, community groups seem to lose their importance and

people form loyalties to interests in nearby towns, based on schools, churches, and special interest clubs.

We recognize that the well-being of the family is of utmost importance in the success of the farming venture. Wherever possible, we work on a family basis. This seems natural to the new settlers because the whole family is usually concerned with every facet. We keep families informed through individual contacts, mass media, and group meetings on particular problems.

In the early years of development of each block, the U. S. Bureau of Reclamation furnishes settler assistance agents for irrigation layout work. These agents live in the area and help families with many other problems of a community or family nature. They keep the extension staff informed of progress and problems and refer many specific problems to agriculture and home agents.

Farmstead and house planning is important at some stage in the development of most farms. Rural Architecture Specialist H. E. Wickers helped train agents to help families see their real problems and know basic principles to require in dealing with builders or selecting plans.

## Effective Tools

Extension worked with USBR to establish "demonstration farms" including homes and farm buildings.

Countywide farmstead and housing tours and workshops were held each year until recently. Now an agriculture and home agent offer small housing work meetings for two to four families. We teach guiding principles and discuss each family's problems in the light of these principles. They take off from there.

We carry on a strong information program and depend on those who have had individual help to inform others. Many families with special training in farmstead and housing have built and apparently have influenced neighbors to look for basic principles of arrangement.

Management of the farm business and family living is emphasized in Farm and Home Planning. We offer

(See "Pioneers," page 38)

# Wrapping Clothing News in One Package

by LILLIAN MATTHEWS, Clothing Specialist, New Hampshire

EXTENSION workers today have their minds on changes. We're aware of the great modernization going on and the fact that we must change our programs to meet it.

This challenge, with the knowledge that homemakers—on farms, in rural nonfarm areas, and in urban areas—need similar information when buying clothing, led to a Clothing Information Day.

The need for such a program grew slowly. More and more homemakers had asked for help on purchasing wearing apparel during the last few years. It didn't seem practical to give this information only to women in organized extension groups.

The success of Clothing Information Days in California suggested that a similar program might work for our homemakers. Several home demonstration county program planning groups discussed it. Responses were favorable and the home demon-

stration agents and State staff decided to investigate further.

So the stage was set for the planning committee in November 1958. It was made up of Federal and State clothing specialists, the home demonstration leader, two home demonstration agents, a 4-H Club agent, the assistant professor of clothing and textiles from the University of New Hampshire, and two homemakers.

Formulating objectives for the event was one of the first jobs of the committee. They felt that the Information Day would:

- Help families obtain greater satisfaction from money spent for clothing by careful consideration of family clothing problems and by obtaining more information about the selection and care of fabrics.
- Promote understanding between consumer and retailer by discussing ways to overcome individual and mutual clothing problems.

Since our first objective dealt mostly with giving information, we decided the Clothing Information Day should do just that. The second objective was left to a followthrough program planned for shopping areas in the State.

## Recruiting Resources

Clothing retailers and dry cleaners were invited to explore this idea at another planning meeting. They were interested and advanced many ideas.

We expanded our original committee to include other resourceful persons before dividing jobs among subcommittees. The head of the University drama department, State home demonstration council publicity chairman, a newspaperwoman, the extension editor, State and volunteer 4-H leaders, a retailer, and a dry cleaner all contributed time and ideas.

Clothing Information Day was set for early May 1959 on the University campus. Newspaper promotion began in March and grew to a peak during the last 2 weeks of April.

Because we wanted to reach as many people as possible—not just those connected with Extension—we spread the news among other groups. Women's clubs, PTA, Grange, church groups, home demonstration groups, 4-H clubs, retail stores, and home economics classes all received some of the 10,000 flyers distributed.

Most women had asked for more information about wash and wear clothing for the family and better fit of ready-to-wear clothing. So we decided to make these our two areas of emphasis at Clothing Information Day.

The University drama group wrote and presented a skit, Do's and Don'ts of Wash and Wear, to open the program. This broke the ice and our audience was then ready for the talks on wash and wear wardrobes and how clothes are sized and sold.

(See *Clothing News*, page 38)



Part of the Clothing Information Day emphasis was on reading labels, as Mrs. Ruth Ham, home demonstration agent, points out to a homemaker.

# TEACHING \$ENSE ABOUT DOLLAR\$

by ANNA K. WILLIAMS, Home Management Specialist, Indiana

**C**AN you imagine a busy young mother having time to attend school? Hundreds of Hoosier homemakers did—via television.

During the 1958 annual Homemakers Conference at Purdue University, a series of money management training meetings was held for young homemakers. Many of those attending requested more of the same.

Realizing that this group of young women find it difficult to leave their children and attend meetings, we developed ideas for a television course as a way to reach greater numbers of this group.

Planning began in the fall of 1958 for a series of eight half-hour programs over WTTV, Indianapolis. The programs were presented on consecutive Tuesdays and Thursdays in March 1959.

## Planning in Detail

Detailed plans for the training series were developed by home demonstration agents in the 14 counties reached by the television station, extension supervisors, the home management specialist, and television personnel.

The planning group felt the course would be most successful if women were encouraged to participate by using quizzes, background reading, and other "homework."

Home demonstration agents promoted the series through radio and television spot announcements, newspaper stories, and local club meetings.

Women who enrolled received a packet of resource materials—pertinent extension bulletins, a workbook, tests, and preparation suggestions, such as questions to discuss with neighbors before the program.

Homemakers enrolled directly through the county extension offices. No contacts were made with the University or television station. Tests taken during the course were mailed to the county offices for checking.

Participating agents received additional resource material to study in order to better answer women's questions.

The eight programs dealt with family goals, budgets and accounts, credit, shopping habits, buying food, insurance and other forms of financial security. Although the specialist planned the programs in detail with a producer from the University, no script was used. The resulting informality appealed to homemakers.

The series generated much enthusiasm and requests for more television lessons. Many women cited particular subjects in which they were interested. Comments also emphasized that TV reached women who could not leave home for sessions.

Of the 1,249 women who enrolled, 705 reported participation in over half the programs. In many counties, women completing the course were honored with diplomas at special "graduation" ceremonies.

## Workshops Compared

During April and May we held three similar workshops, this time face-to-face with our audience. Two workshops were a series of 2-hour meetings over a 4-week period. The other was a 2-day event at a State park. A total of 87 enrolled, with 68 participating in more than half the sessions.

Printed matter was identical to the television material. But the face-to-face workshops were at least twice as long and gave time for discussion.



"On camera" is Anna K. Williams, the author, conducting money management course.

Quizzes were returned by 705 TV viewers and 68 women in the face-to-face workshops. Those who studied by TV scored more right answers on both their pre-workshop questionnaire and the final one.

## Time Use Record

Use of the specialist's time shows an interesting comparison of the two teaching methods. In total, the specialist spent 29 days on the TV workshop and only 10 on the others. But her time spent per participant was only 20 minutes by TV and 1 hour and 11 minutes face-to-face. She spent only 15 minutes per new idea learned (according to quizzes) via TV and 54 minutes in the other workshops.

These comparisons indicate television's usefulness as a teaching tool. We reached more people with less time per contact by TV, and the viewers learned as much as those in face-to-face workshops.

Home agents in 14 counties reported they averaged 37 phone and office calls as a result of the TV series. Two-thirds of the agents said they would like more television series on other subjects.

In both types of workshops, television and group meetings, the homemakers indicated much interest in money management. They want more programs that teach sense about dollars.

## FOOD FACTS

(From page 33)

each member learning his "food IQ."

For the fourth meeting, attention was turned to snacks. Members had a choice of two activities: keeping a weekly record of snacks, counting the daily calories, checking the protective foods, and planning for improved snacks; or keeping a record of money spent on snacks and listing ways to improve snack money-spending habits.

The fifth meeting was a local achievement day for family and friends. Besides the quiz, it featured explanations of project exhibits.

The final, countywide meeting was planned primarily for the presentation of area exhibits, evaluation of the project—and fun. The teen-aged planners turned this into a Bar-B-Que Ball, an outdoor chicken barbecue.

Later a buffet supper was held for key, junior, and counselor leaders. This was arranged to evaluate the first year's program and plan the following year's work.

The group asked the foods and nutrition specialist to prepare a handbook for the second year—emphasizing restaurant etiquette, new food experience, and food costs. Like the first handbook, it outlined a kick-off meeting, four area meetings, a countywide meeting, and a final evaluation meeting.

Although the second year concluded the pilot project, the teenagers are planning another series of meetings for 1960. They want to delve into the topic of international foods.

### Measuring Value

About 250 different teen-agers were reached with good food information during the 2-year period. Total county 4-H enrollment increased by 83 in 1958 and by 44 in 1959—members who enrolled only in Teen Time.

The project was worthwhile, not only for what it taught teen-agers, but for what it taught us about developing such programs. The following worked particularly well:

- Be willing to reach beyond the conventional approach.
- Meet a basic educational need—in this instance, the need for reach-

ing teen-agers with nutrition information.

• Recognize the teen-ager's desire for group activity and the leadership of his peer group.

- Appeal to boys as well as girls.
- Provide well-defined subject matter for each meeting, but leave room for teen-age creativity.
- Use social and cultural experiences to hold interest.

Teen Time Food Fare was keyed to the idea that good food is fun. At the same time, we motivated young people to improve food attitudes and snack habits. And in teaching teenagers about nutrition, we learned much from them.

## CLOTHING NEWS

(From page 36)

We put the finishing touches on our program with Summer Fashion Story—1959. We drew from many resources to put on this show. A national retail store presented it; the women's editor of a statewide newspaper commentated; home demonstration women modeled.

Other retailers loaned clothing to one speaker to illustrate his talk. The school nurse located children and home agents enlisted women to model.

Attendance at Clothing Information Day was beyond expectations. Slightly less than half the 600 women present were not members of extension groups. These included homemakers, home economics teachers, students, and retailers.

Evaluation cards, mailed out later, echoed homemakers' desires for another "day." Answers came from about 20 percent of those who had attended.

Requests were received for information on laundry equipment and care of clothing—a natural followup to selection and purchases. Soaps, detergents, and spot removal topped the list. Wash and wear items, purchases for special occasions, and purchases for certain ages were also requested.

Results of this program led us to believe that the modern homemaker knows what information she needs and may be willing to travel many miles for it. And she seems to like new methods of presenting answers to her problems.

Just one day, packed with wanted and needed information, broadened

Extension's reach. Many good things are possible from this well-wrapped package—wider contacts for Extension, better understanding between retailers and consumers, and awareness of further resources.

## "PIONEERS"

(From page 35)

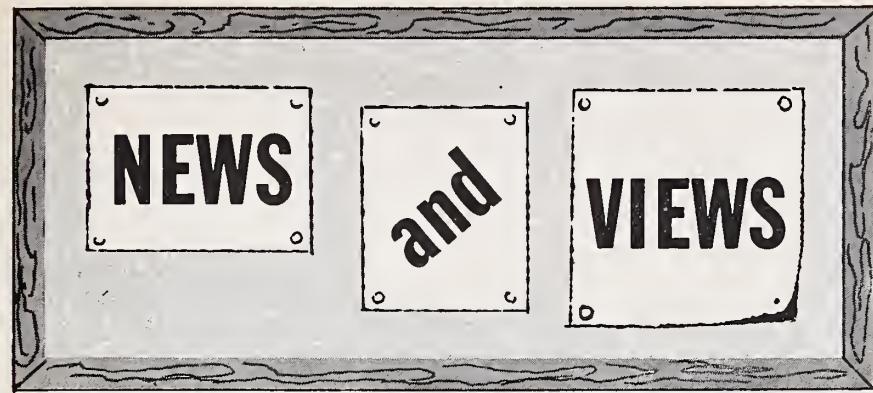
this method by circular letter and by telling office callers. A team of a man and woman agent work with the family as they state their goals and problems, recognize their resources, and consider alternatives. Further help may be given by other agents working in specific fields, but the team follows through with summary and evaluation. Again, work is done individually or with small groups.

Busy families like information through mass media and bulletins. About 2,000 farm families receive the Water Users Letter. This circular contains timely information of interest to the farm and family. More home information is offered through a homemaker letter which contains briefs from research. Four radio stations, 1 television station, and 5 newspapers cover the county.

### Evaluating Clubs

Meetings and tours vary in success as a way of informing new settlers. Only during the winter months can you reach many. Extension works more through groups other than "extension clubs." Homemaker clubs have been organized in most areas, but they do not represent a large portion of the help given new settlers. They will probably be more important after families have solved immediate problems of getting the land ready to farm. 4-H Club work reaches many families who later turn to Extension for other types of leadership.

In summary, Extension has had contact with a high proportion of the farm families in Grant County (the majority of whom are now settlers on irrigated farms). We see the changing nature of problems for families and try to adapt our methods. As we look forward, we see new ways the people can be involved in helping themselves.



## International Land Judging Contest Set

More than 20 States are expected to take part in an international land, pasture, and range judging contest, April 28 and 29, in Oklahoma City. Twenty-five representatives from 12 foreign nations have indicated they will participate.

Objective of the event is educational work in soil and water conservation, pasture development, and native grass management. The six divisions include adults, 4-H, FFA, women and girls, collegiate, and foreign.

Write Edd Roberts, Extension Soil Conservationist, OSU, Stillwater Okla., for details.

## Dow Offers Grants for Study Tours

Dow Chemical Co. is offering grants of \$250 each to one county agent in each State for study travel programs. Dow representatives and the NACAA Professional Training Committee are arranging study tours in the four extension regions.

The grants are for expenses on group tours to observe marketing enterprises, outstanding farms, agricultural businesses, extension programs, and research projects. Given on a trial basis last year in the North-Central region, the grants will be offered nationwide in 1960.

The scholarships are available to agents with at least 5 years' service who are members of their State agents association and NACAA. Other criteria for selection include the

agent's success in promoting extension programs and his professional improvement activities. Recipients are expected to apply experience of the study tour in their county programs.

Dates and itineraries will be announced later. Applications must be sent to the chairman of your State Professional Improvement Committee by April 30.

## Three Universities Give Short Courses

Short courses of interest to extension workers are being offered this spring and summer at three universities. The following opportunities are available to extension workers.

### *Iowa State University*

Guidance Conference (Department of Vocational Education, G. Gordon Ellis in charge) April

Held with the cooperation of the Iowa Personnel and Guidance Association, this conference offers guidance and youth workers an opportunity to keep abreast of the latest developments in this field, to share experiences, and to discuss local problems.

Food and Nutrition Institute, (Co-ordinated by Ercel S. Eppright) June 13-25.

Purpose is to strengthen understanding in basic principles of food preparation; provide up-to-date information in food and nutrition; and exchange viewpoints on teaching techniques and current problems.

### *University of Missouri*

The following courses will be offered by the Department of Home Economics:

Recent Trends in Home Economics (Textiles)—June 14-July 8  
 Buying of Clothing and Textiles—July 11-August 5  
 Recent Trends in Home Economics (Family Life)—July 11-August 5  
 Recent Trends in Home Economics (Food Science)—June 14-July 8  
 Child Nutrition—June 14-July 8  
 Trends in Home Economics (Interior Design)—July 11-August 5  
 Problems—Teaching Textiles and Clothing; Foods and Nutrition—June 14-July 8  
 Trends in Home Economics Education (Teaching Family Relations and Child Development)—July 11-August 5

### *Pennsylvania State University*

The College of Home Economics offers the following courses:

Family Relationships—July 5-August 12  
 Fundamental Principles of Tailoring Construction—July 5-August 12  
 Advanced Foods—July 5-July 22  
 Advanced Home Crafts—July 25-September 22

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- F 1560 Preparing Strawberries for Market  
—Revised November 1959
- F 2105 Ornamental Hedges for the Northern Great Plains—Revised November 1959
- F 2141 Beef Cattle—Dehorning, Castrating, Branding, and Marketing—New (Replaces F 1600)
- F 2142 Library Service for Rural People—New (Replaces F 1847)
- F 2143 Irrigating Corn in Humid Regions—New
- F 2144 Managing Farm Fields, Wetlands, and Waters for Wild Ducks in the South—New
- G 63 Hand Sprayers and Dusters—New
- G 65 Growing Chrysanthemums in the Home Garden—New



# WHO is extension reaching

by EVERETT M. ROGERS and DAVID  
G. FRANCIS, *Rural Sociologists*,  
Ohio State University

EXTENSION workers have long known that all individuals do not have equal contact with their educational program. And the system of categorizing individuals as innovators, early adopters, early majority, late majority, and laggards, developed by rural sociologists, is widely used by agricultural leaders.

## *Early Adopters Lead*

Which of these people have the most contact with Extension? Data gathered from a sample of 104 Ohio commercial farmers show that the early adopters had an average of 3.64 Extension contacts per year—more than any other adopter category.

Each respondent was scored as to his number of extension contacts in the year preceding the study. Innovators averaged 2.64 contacts, early majority 2.57, late majority 2.25, and laggards 1.35.

Because of limited resources and the wide scope of the audience's interests and size, extension workers have been forced to work through selected leaders. By reaching a relatively small number of persons directly, many others are reached indirectly.

The Ohio study suggests that farmers with high Extension contact have characteristics which should make them effective leaders. Compared with the average farmer, individuals with high Extension contact were characterized by more years of education, larger farms and higher farm incomes, readership of more farm magazines, participation in more formal organizations.

Are the farmers with many Extension contacts looked to by their neighbors as a source of information and advice? In general, yes. But some farmers with high Extension contact were not leaders in their neighbors' eyes. This suggests that Extension efforts could be more effective if more attention was paid to leader selection.

## *Experimental Attitude*

The earliest farmers to adopt new practices, innovators, have less Extension contact than the early adopters. An innovator will often bypass his county agent and go directly to an agricultural scientist for information on new farm ideas. In fact, while less than 10 percent of the commercial farmers in Ohio reported a direct contact with an agricultural scientist during the past year, 42 percent of the innovators reported at least one direct contact.

Three-fourths of the Ohio innovators interviewed had traveled outside of their county within the past year to observe new farm practices in operation. Almost half went outside of their State or the United

States for this purpose.

These Ohio innovators reported visiting and discussing broiler operations and cattle feeding programs in Indiana, Illinois, and Iowa, as well as Ohio during the current year. They also reported observing beef and dairy enterprises in South America, wheat practices in Canada, and new beef ideas in Colorado and Nebraska.

These are extreme cases, but they illustrate the wide perspective of innovators. Yet an innovator's neighbors seldom view his farming methods with respect.

As a result of the amount of technical knowledge possessed by an innovator, the relationship with his county agent is somewhat different from that of the other adopter categories. One innovator commented, "The agent is of almost no help to me. I am a graduate of the agricultural college in animal science, and I am more aware of current practices than the county agent is." Other innovators viewed the agent as a technical "equal" with whom they might confer in order to be sure of the suitability of a new farm practice for their individual situations.

## *Meaning for Extension*

Innovators can perhaps best be approached on the basis of statewide meetings in their specialized farm enterprises. Early adopters may be the best adopter category for the agent's efforts if he wishes to indirectly reach other farmers. Laggards have the least direct Extension contact at the present time, but it may be possible to reach this audience through different techniques and methods.

These findings suggest many implication for extension programs. They may help in finding ways to speed up adoption of new research.